

AD-A149 243

NPRDC-TR-85-13

DECEMBER 1984

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AN INVENTORY BATTERY TO PREDICT PERFORMANCE  
IN NAVY OFFICER RECRUITING: DEVELOPMENT  
AND VALIDATION

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**AN INVENTORY BATTERY TO PREDICT PERFORMANCE IN NAVY  
OFFICER RECRUITING: DEVELOPMENT AND VALIDATION**

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UNCLASSIFIED

SECURITY CLASSIFICATION OF THIS PAGE

## REPORT DOCUMENTATION PAGE

1a REPORT SECURITY CLASSIFICATION <b>UNCLASSIFIED</b>		1b RESTRICTIVE MARKINGS		2a SECURITY CLASSIFICATION AUTHORITY		2b DECLASSIFICATION/DOWNGRADING SCHEDULE	
3 DISTRIBUTION/AVAILABILITY OF REPORT  Approved for public release; distribution unlimited.						4 PERFORMING ORGANIZATION REPORT NUMBER(S)  NPRDC TR 85-13	
5a NAME OF PERFORMING ORGANIZATION  Personnel Decisions Research Institute						5b OFFICE SYMBOL (if applicable)  Code 62	
6a ADDRESS (City, State and ZIP Code) 821 Marquette Ave Minneapolis, Minnesota 55402			7a NAME OF MONITORING ORGANIZATION Navy Personnel and Research Development Center			7b ADDRESS (City, State and ZIP Code) San Diego, CA 92152-6800	
8a NAME OF FUNDING/SPONSORING ORGANIZATION  Chief of Naval Operations				8b OFFICE SYMBOL (if applicable)  (OP-135)		8c ADDRESS (City, State and ZIP Code)  Washington, DC 20370	
9 PROCUREMENT INSTRUMENT IDENTIFICATION NUMBER  62763N		10 SOURCE OF FUNDING NUMBERS PROGRAM ELEMENT NO 62763N		PROJECT NO ZF63-521.		TASK NO 030	
						WORK UNIT NO 03.04	
11 TITLE (Include Security Classification)  AN INVENTORY BATTERY TO PREDICT PERFORMANCE IN NAVY OFFICER RECRUITING: DEVELOPMENT AND VALIDATION							
12 PERSONAL AUTHOR(S) Boriman, W. C., Rosse, R. L., Rose, S. R.							
13a TYPE OF REPORT Final Report		13b TIME COVERED FROM <u>FY 80</u> TO <u>FY 84</u>		14 DATE OF REPORT (Year, Month, Day) 1984 December		15 PAGE COUNT 59	
16 SUPPLEMENTARY NOTATION							
17 COSAT CODES			18 SUBJECT TERMS (Continue on reverse if necessary and identify by block number)				
FIELD	GROUP	SUB-GROUP	Recruiter selection, Navy recruiting, personnel selection, officer recruiting				
05	09						
19 ABSTRACT (Continue on reverse if necessary and identify by block number)  Navy officers are selected and trained in specialties that do not prepare them for recruiting duty. Past work with Navy enlisted recruiters has suggested that personality, vocational interest, and biographical items might serve as useful screening devices for officer recruiters. The objective of this research was to develop and evaluate a paper-and-pencil inventory battery to help identify officers with the personal characteristics necessary for successful recruiting. Using a sample of 132 officers, predictor composites were correlated with performance ratings to help evaluate the validity of the experimental battery. Results show that the officer recruiter key can successfully identify effective officer recruiters, but further research using a predictive design would provide more definite validity evidence.							
20 DISTRIBUTION/AVAILABILITY OF ABSTRACT <input checked="" type="checkbox"/> UNCLASSIFIED/UNLIMITED <input type="checkbox"/> SAME AS RPT <input type="checkbox"/> OTC USERS				21 ABSTRACT SECURITY CLASSIFICATION  UNCLASSIFIED			
22a NAME OF RESPONSIBLE INDIVIDUAL Norman Abrahams				22b TELEPHONE (include Area Code) (619) 225-2178		22c OFFICE SYMBOL Code 62	

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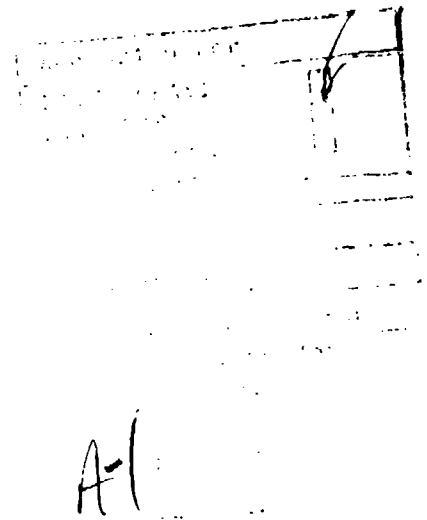
## FOREWORD

This research, sponsored by the Chief of Naval Operations (OP-135), was performed under program element 62763N (Personnel and Training Technology), subproject ZF 63-521 (Recruiter Selection). The research was designed to develop and evaluate paper-and-pencil devices for use in selecting officers with the greatest potential for recruiter duty. Behavior-based performance measures were developed and used as criteria to ensure that selection instruments and resulting selection decisions would be clearly related to expected job performance. An earlier, related report (NPRDC TR 81-20) focused on similar procedures for selecting enlisted recruiters.

Particular appreciation is expressed to the Navy Recruiting Command (NRC) for invaluable assistance throughout all phases of this project, as well as to all the participants who gave their time to complete interviews and surveys. Results of this research are intended for NRC. The contracting officer's technical representative was Dr. Norman Abrahams.

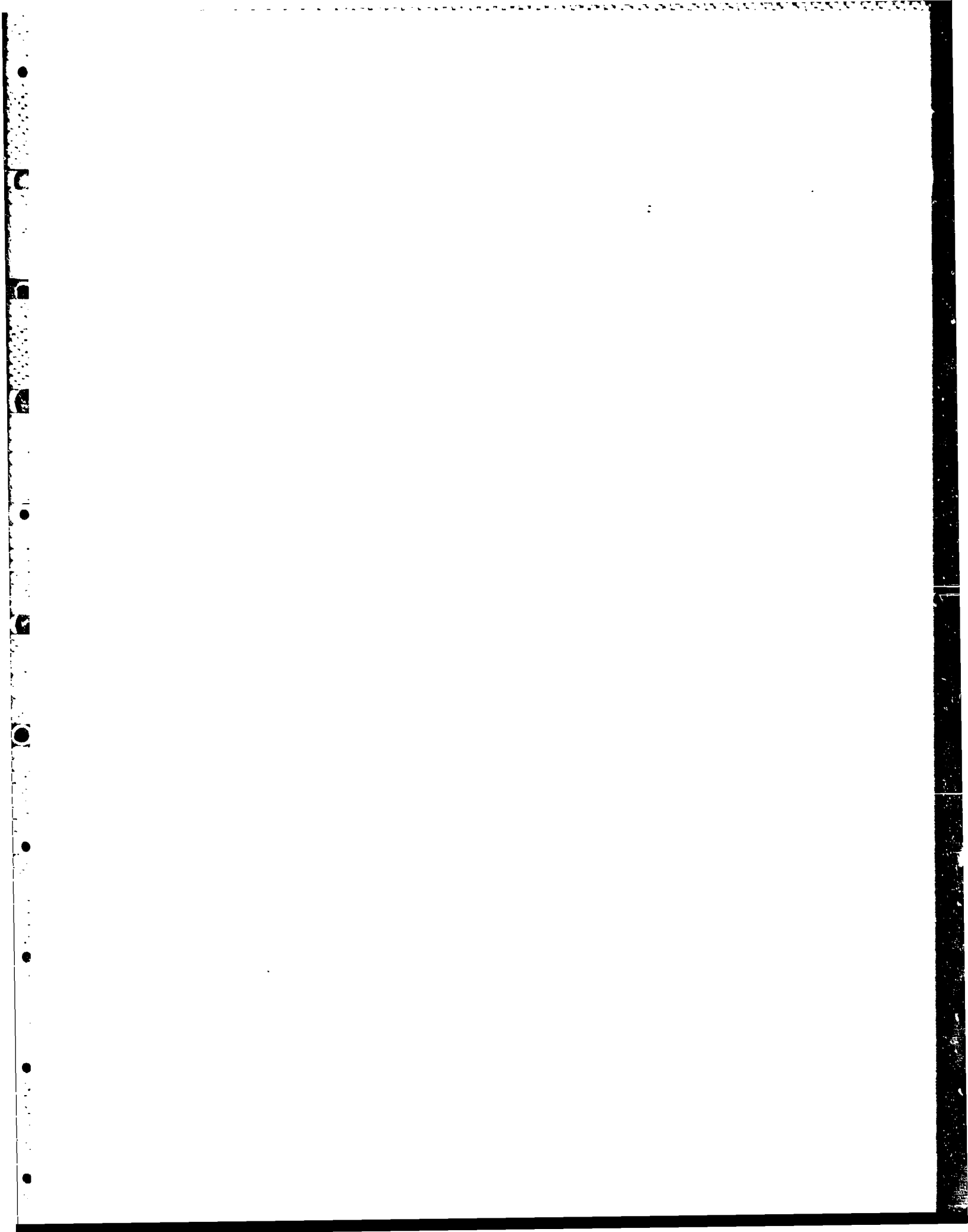
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## SUMMARY

### Problem

Navy officers are selected and trained for line and staff duties that do not prepare them for recruiting. Recruiter training helps, but some officers, even when successful in their primary speciality, lack the personal characteristics necessary for effectiveness in recruiting. An inexpensive screening device is needed to identify officers with good potential for recruiting. However, development of effective selection procedures that will measure potential recruiting performance requires reliable indexes of incumbent recruiter performance. Past work with Navy enlisted recruiters suggested that behavior-based rating scales would effectively measure actual job performance and that inventories of personality, vocational interest, and biographical information might serve as useful screening devices for predicting such measures of performance.

### Objectives

The objectives of this research were to (1) develop procedures for assessing the effectiveness of incumbent officer recruiters and (2) develop and validate a paper-and-pencil inventory battery to help identify officers with personal characteristics needed for successful recruiting.

### Approach

Job analysis interviews with 20 officer recruiters and district officer programs officers (district OPOs) led to development of behavior-based performance rating scales. The interviews, along with the past research results for enlisted recruiters, guided efforts to develop the experimental predictor battery.

The rating scales and predictor battery were administered to 132 officer recruiters with 3-36 months (13.8 months average) experience in recruiting. These recruiters made ratings of their own performance and completed the predictor measures; district OPOs evaluated the same recruiters' performance, using the same rating scales. Initially, predictor composites based heavily on those identified in the enlisted recruiter research were formed and correlated with both supervisory and self-performance ratings to help evaluate the experimental battery's validity. Next, new predictor composites were formed specifically to maximize their relationship to officer recruiter performance.

### Results

Concurrent validity correlations between enlisted predictor composites and performance ranged from near zero to .30. These were characterized as "lower bound" estimates of validity. The patterns of validities for different predictor constructs (e.g., "people-oriented" and "leading and influencing" for the personality domain; "sports interests" and "interest in teaching" for vocational interests) suggested differences between enlisted and officer recruiters in the personal characteristics important for successful recruiting. These differences led to development of a special officer recruiter key based on both conceptual considerations and validities obtained for individual items in the present study. The validity of the key in this sample was .41, which was considered an "upper bound" estimate.

### Conclusions

Based on the limited sample size employed here and the problems associated with concurrent validation designs, these results must be viewed as suggestive. It appears that the officer recruiter key can successfully identify effective officer recruiters, but field evaluation using a recruiter applicant population would provide more definitive evidence. Although the predictors are not ready for operational use, the scales designed to measure recruiters' performance are available and may serve as useful guides for supervisors in preparing fitness reports for officer retention.

### Recommendations

1. A reduced version of the experimental battery should be further evaluated in the field using a recruiter applicant population.
2. The officer recruiter rating scales should be considered for use in performance of recruiters and in recruiter self-development.

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## INTRODUCTION

### Background and Problem

Navy officer recruiters typically come into recruiting selected and trained as warfare specialists or staff and general officers. Yet recruiting is primarily a sales job, with performance requirements that are quite different from requirements in other officer specialities. Those officers most unsuccessful in their previous Navy jobs are not necessarily those who are most successful in recruiting. Training as a recruiter provides recruiters with the necessary "product knowledge," but some officers simply lack the special personal characteristics necessary for success in recruiting. What is needed is an inexpensive screening device to identify officers likely to perform effectively as recruiters, so that only officers with the requisite qualities would be considered for assignment to recruiting duty. Presently no such selection device exists. In addition, appropriate job performance measures are needed for assessing these officers' effectiveness as recruiters.

A review of previous work developing inventories for Navy enlisted recruiter selection (Borman, Rosse, Toquam, & Abrahams, 1981; Borman, Toquam, & Rosse, 1979) focused attention on personality, vocational interest, and biographical information as predictors. Briefly, these studies showed that predictor scores from specially developed keys for personality and vocational interest inventories correlated in the .20s and .30s with behavioral ratings of enlisted recruiter performance (Borman et al., 1981). These studies concluded that personality and vocational interest items are especially useful in helping identify persons with good potential for Navy enlisted recruiting. Thus, the present research was designed to examine the same general domains, as well as relevant biographical data, in search of predictors and performance categories for officer recruiter effectiveness.

### Objectives

The objectives of this research were to (1) develop procedures for assessing the effectiveness of incumbent officer recruiters, and (2) develop and validate a paper-and-pencil inventory battery to help identify officers with personal characteristics needed for successful recruiting.

## APPROACH

### Job Analysis Interviews

Twenty officer recruiters were interviewed, including the district officer programs officers (district OPOs) in six different recruiting districts--Minneapolis, New York City, Miami, Albuquerque, San Diego, and Indianapolis. During the interviews, the officers were asked about the job performance requirements and personal characteristics necessary for success in officer recruiting. They were also asked to review the Navy enlisted recruiter behavioral rating scales (Borman et al., 1979) and suggest revisions to make these scales appropriate for evaluating officer recruiter performance.

### Criterion Development

The original eight performance categories were retained from the enlisted recruiter scales (Borman et al., 1979):

1. Locating and contacting qualified prospects.
2. Gaining and maintaining rapport.
3. Obtaining information from prospects and making good person-Navy fits.
4. Salesmanship skills.
5. Establishing and maintaining good relationships in the community.
6. Providing knowledgeable and accurate information about the Navy.
7. Administrative skills.
8. Supporting other recruiters and the command.

Within each category, the results of the job analysis interviews were used to determine the appropriateness of the enlisted performance scales for evaluating officer recruiters. This process led to considerable alteration in the category definitions and behavioral statements anchoring different effectiveness levels (see Appendix A). Although they were developed for predictor validation, these effectiveness scales have potential to be useful in the evaluation process for officers on recruiting duty.

#### Predictor Development

Two sources were used in selecting predictor measures:

1. The job analysis interviews and discussions with officer recruiting officials at the Navy Recruiting Command suggested predictor measures to include in the experimental selection battery.
2. The previous research (Borman et al., 1979, 1981) on enlisted recruiters provided many of the personality and vocational interest items selected for the battery. The interviews indicated that the personality and vocational interest constructs that appeared important for successful performance were similar for both the officer and enlisted recruiting jobs.

The researchers particularly examined the validity of each personality and vocational interest item in the earlier enlisted recruiter research and evaluated the appropriateness of the item content for predicting officer recruiter performance. Items that possessed good validity and appeared suitable for officer recruiter selection were included in the vocational interest and personality sections of the battery.

In the biographical domain, the researchers wrote several items that seemed especially appropriate for predicting performance in officer recruiting, using biographical constructs thought to be promising. For example, "past sociability" and "hard work" were two constructs toward which items were targeted.

The battery of personality, vocational interest, and biographical items was assembled and then pilot-tested on a small sample of officer recruiters. Slight revisions were made based on their comments, and the final experimental battery was prepared for full-scale administration. This inventory battery appears in Appendix B.

### Administration of Rating Scales and the Experimental Inventory Battery

The target group for administration of the performance rating scale and predictor battery was the nationwide population of 214 commissioned officer recruiters with 3 months or more experience in recruiting. The six area OPOs were briefed on the project and trained to administer the rating scales and the inventory battery in the field.

Area OPOs then visited their districts to administer the materials. They asked on board recruiters with 3 or more months experience in recruiting to complete the inventories in the battery and to complete self-ratings, using the behavioral rating form. Each area OPO then asked the recruiters' supervisors (the district OPOs) to provide evaluations of each recruiter's performance, again using the behavioral rating scales. Usable completed inventory batteries, along with self-ratings and supervisor ratings, were generated for 132 recruiters (61.7%). Table 1 describes the sample.

Table 1  
Description of the Officer Recruiter Sample  
(N = 132)

Sex	Age	Years in the Navy
Male = 111 Female = 21	Mean = 29.2 years Range = 24-37 years	Mean = 7.4 years Range = 4-14 years
Race	Months on Duty	Current Designation
White = 119 Black = 10 Asian = 2 Hispanic = 1	Mean = 13.8 months Range = 3-36 months	Surface Warfare Officer = 59 Aviator = 37 Unrestricted Woman Line = 16 Naval Flight Officer = 10 Submarine = 1 (Other or no response = 9)

### Data Analysis Approach

District OPOs, who usually work directly with the officer recruiters, are in the best position to evaluate their performance. Thus, the primary criterion used in the research was the supervisor ratings. Self-ratings may also provide valid performance information, but correlating a self-presentation (judgments of one's own personality) with self-ratings of performance presents a conceptual problem: Both are self-judgments, possibly introducing a common method bias that may artifactually inflate the predictor-criterion relationships. However, self-ratings were correlated with supervisor ratings to help evaluate the latter.

Composite measures of personality, vocational interest, and biographical items were then correlated with supervisor ratings to assess the validity of these measures for

predicting success in the officer recruiter job. Item validities were also computed for guidance in selecting items for the final officer recruiter key.

## RESULTS

The median of the eight intraclass correlations between supervisor and self-ratings in the eight performance categories was .36; on overall performance, the intraclass correlation was .49. These correlations are not high, but they indicate some confirmation of the supervisor ratings' reliability. The median intercorrelation between dimensions for the supervisor ratings was .47, higher even than the reliability estimates, suggesting a single global factor in the ratings. Thus, the supervisor ratings of overall performance served as the criterion in subsequent analysis steps.

### Validity of the Inventory Battery

In previous research with enlisted recruiters (Borman et al., 1981), composites were formed separately for personality and vocational interest items. In that research, items that showed consistent validities, both at that time and in the earlier effort (Borman et al., 1979), were included in composites developed for each of the recruiter performance constructs: human relations, selling, organizing, and overall effectiveness.

In the present research, items from these enlisted composites were used to form four corresponding officer composites. The number of items in each composite was reduced from the number included in the enlisted research because of restrictions on available testing time for officers in this study. Approximately two thirds of the enlisted items were dropped in the personality area, and one half of the enlisted items were eliminated for the vocational interest domain. Validities for these unit-weighted composites appear in Table 2.

Table 2  
Correlation Coefficients for Personality and  
Vocational Interest Composites  
(N = 132)

Composite	Personality		Vocational Interests	
	Number of Items <sup>a</sup>	Validity Coefficient	Number of Items <sup>a</sup>	Validity Coefficient
Human relations	30	.30**	62	.11
Selling	47	.15	39	.16*
Organizing	58	.18*	48	.07
Overall effectiveness	57	.19*	53	.16*

<sup>a</sup>Several items appear in more than one composite; some are even present in all four composites.

\*p < .05

\*\*p < .01

validities for the biographical scales are shown in Table 3. Past sociability seems to be the best indicator of officer recruiter success.

Table 3  
Correlation Coefficients for the Biographical Scales  
(N = 132)

Biographical Scales	r
Past sociability	.21*
Past leadership and dominance	.03
Hard work	.16
Organization	.13

\*p < .05

#### Characteristics of Successful Enlisted and Officer Recruiters

Composites of the predictor constructs studied in the previous research with enlisted recruiters (Borman et al., 1981; Borman, Rosse, & Abrahams, 1980) were formed to provide a more differentiated picture of the personality and vocational interest characteristics important for success in officer recruiting. Each personality and vocational interest construct in these studies was represented in the present research by 3-19 personality items (median = 7) and 3-16 vocational interest items (median = 6). Again, because of restrictions in the amount of testing time available with the officers, the number of items representing each construct in the officer sample was substantially reduced from the number used in the work with enlisted recruiters.

Correlations between construct scores and performance for officers appear in Table 4, along with the corresponding correlations for the enlisted sample. Results indicate that successful officer recruiters tend to be hard-working and ambitious; they push themselves hard. They are also strongly oriented toward activities with people. They like to be close to others, and they can be spontaneous and fun-loving in these social activities. Effective officer recruiters are especially interested in jobs and vocational activities that require extroversion, dominance, responsibility, and leadership.

In comparing patterns of validities for successful officer and enlisted recruiters, the hard-working, ambitious characteristics occur in both groups. Spontaneity, even some of its negative aspects such as liking a "fast and careless" lifestyle and being a bit rebellious, is characteristic of both groups. A strong orientation toward people, liking to be with and close to others, characterizes effective officer recruiters more than enlisted recruiters. On the other hand, successful enlisted recruiters are characterized by an enjoyment of being the center of attention, even "showing off."

Table 4

Correlations Between Personality and Vocational Interest Constructs  
and Recruiter Performance: Officers and Enlisted

Construct <sup>a</sup>	Enlisted Recruiter Validities (N = 194)	Officer Recruiter Validities (N = 132)
Good impression	18*	13
Impulsive	03	05
Leading and "showing off"	27**	09
Working hard	11	14
People-oriented	11	24**
Spontaneity	22**	17*
Unhappy	-17*	04
Working hard II	29**	26**
Order	17*	12
Leading and influencing	12	11
Feeling useless	00	-07
"Bad actor"	06	04
Working hard III	13	13
Impulsive II	08	10
Leading and influencing II	33**	11
Good impression II	08	05
People-oriented II	00	18*
Extroverted interests	22**	23**
Interest in detail work	-01	-13
Law and political interests	14*	06
Sports interests	00	-04
Extroverted interests II	24**	19*
Interest in teaching	11	08
"Feminine" interests	07	-07
Interest in newspaper work	14*	07
Sports interest II	22**	02
Religious interests	12	-04
Interest in politics	15*	04
Interest in detail work II	02	00
"Feminine" interests II	05	-03
Leadership interests	-01	21*
Law and political interests II	14*	02
Extroverted interests III	24**	21*
Sports interests III	10	01
Interest in teaching II	08	11
"Feminine" interests III	-03	-12

Note. Decimal points have been omitted.

<sup>a</sup>Each construct measure includes a sampling of items from previous factor analysis research with enlisted recruiters, where items were found to be valid in a still earlier study of enlisted recruiters (N = 267) and also loaded together on the same factor (construct) in that study. See Borman et al. (1980), for more complete definitions of these constructs.

\*p < .05

\*\*p < .01

The most pronounced vocational interest theme, for both enlisted and officer recruiters, is a strong orientation toward social activities and occupations that require an outgoing and dominant self-presentation. Successful enlisted recruiters are characterized more than are officer recruiters by interest in sports, competitive activities, law, and politics. On the other hand, successful officer recruiters have greater orientation to the areas of leadership and responsibility.

#### Validity of a Special Officer Recruiter Key

Validity results presented so far are encouraging. Some of the composites from enlisted recruiter research correlate in the .20s (and even .30 in one case) with officer recruiter performance, probably due to some similarity in the personal characteristics required for both jobs. However, Table 4 results also show differences in the patterns of validities for the two jobs. Therefore, it seemed appropriate to develop a special officer recruiter composite, keyed to the personality, vocational interest, and biographical items that would best predict performance.

Items for the key were selected using the following guidelines: (1) They belonged to a predictor construct that correlated significantly with officer recruiter performance and (2) they correlated .10 or higher with officer performance (median validity = .19) in the intended (hypothesized) direction. These guidelines were imposed in order to include for the key only items that have good conceptual (as well as empirical) links to officer recruiter performance and to minimize inclusion of items that might have had a fortuitous, nonreplicable relationship with performance in this study. An item is more likely to have stable validity for selecting officer recruiters if it is part of a valid predictor construct in which several items measuring largely the same thing all correlate substantially (and in the hypothesized direction) with performance, than if it has good validity by itself but is part of a construct that is not related to performance. Selecting items based on these guidelines resulted in 15 personality, 19 vocational interest, and 12 biographical items in the special officer recruiter key.

The validity of this key in the present research was .41. Furthermore, this validity estimate was not contaminated by tenure as a recruiter. Tenure in months correlated at -.04 with the supervisory overall performance rating. However, because the most valid items were selected from a larger pool, this validity coefficient was probably an overestimate of the validity to be expected in the future. Nonetheless, following the first guideline above should minimize the shrinkage in validity in a separate sample of recruiters.<sup>1</sup>

It is likely that the validities in Tables 2 and 4 are underestimates of the officer recruiter composite's validity and form a "lower bound" index of the prediction accuracy, whereas the validity coefficient for the key itself in the present sample reflects an "upper bound" estimate to be expected if the key is employed to select officer recruiters.

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<sup>1</sup>Sample-splitting techniques are commonly used for estimating the cross-validity of a composite or an item-scoring scheme. However, a sample-splitting, cross-validation strategy was not employed in this research because the relatively small sample size makes unstable validities likely for items in a development sample. In addition, the researchers had the opportunity to evaluate the validity of established composites based on previous studies with enlisted recruiters (Borman et al., 1979, 1981).

### Practical Usefulness of the Officer Recruiter Key for Selection

Figure 1 presents an expectancy chart that illustrates the practical impact of the officer recruiter key on selection. Assuming a validity of .30 for the key, the chart shows the relationship between scores on the key and the likelihood of being an above-average performer in officer recruiting. The chart indicates, for example, that 67 percent of recruiters with scores in the highest group on the officer key will be in the top 50 percent in performance on the job. In comparison, only 33 percent of the recruiters in the lowest category on the officer key will be in the top 50 percent in job performance.

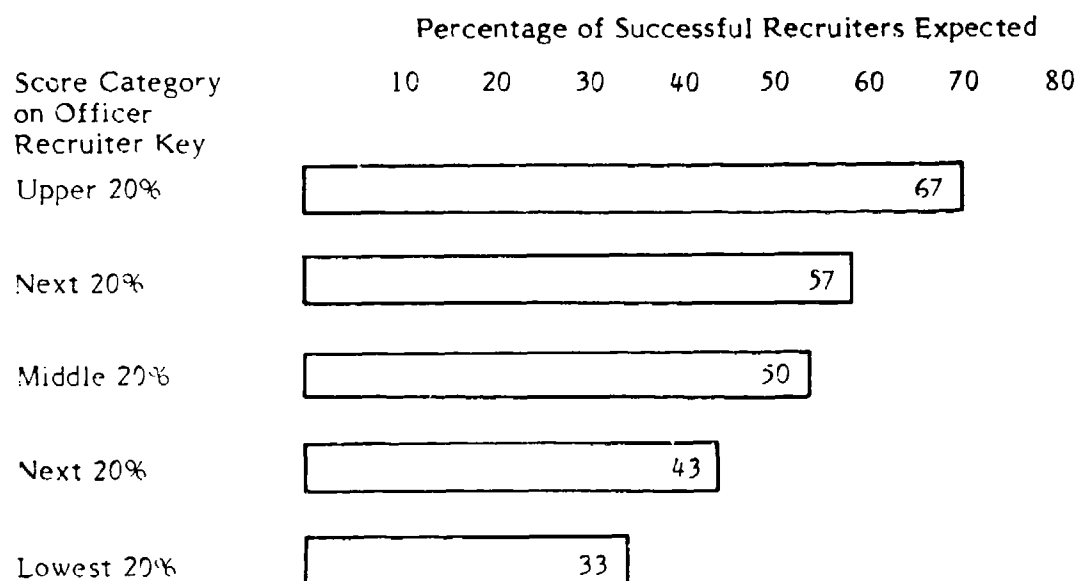


Figure 1. Percentages of officer recruiters, by score group, who are expected to be successful. Success is defined as appearing in the upper 50 percent on a measure of job performance.

### CONCLUSIONS

Based on the limited sample size employed in this research and the problems associated with concurrent validation design (Guion & Cranny, 1982), the results must be viewed as suggestive. It appears that the officer recruiter key can successfully identify effective officer recruiters, but further research using a predictive design would provide more definitive validity evidence.

Validities for two scales, the Adjective Checklist and the Sales Effectiveness Scale, were near zero. Furthermore, items from these scales were not included in the previous work on predictor constructs, and therefore, no items were included in the construct composites listed in Table 3. Thus, there seems no reason to include those scales, or even selected items from them. With these scales removed, the experimental battery provides a short (30 minute), easily administered instrument.



The battery could be shortened even more by dropping all or most items that are not part of the officer recruiter key. However, removal of nonvalid items might make the battery considerably more transparent and easy to fake by making more obvious what the key is measuring.

The officer recruiter performance categories provide a concrete, behavioral description of officer recruiter performance requirements. As such, they can be very useful for district OPO performance appraisals of recruiters and recruiter self-development.

### **RECOMMENDATIONS**

1. A reduced version of the experimental battery should be further evaluated in the field using a recruiter applicant population.
2. The officer recruiter rating scales should be considered for use in performance of recruiters and in recruiter self-development.

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**APPENDIX A**  
**NAVY OFFICER RECRUITER PERFORMANCE CATEGORIES**

## I. INTRODUCTION

Eight categories or facets of job performance for the job of Navy Officer Recruiter are named and defined in this booklet. The eight performance categories are:

- A. LOCATING AND CONTACTING QUALIFIED PROSPECTS
- B. GAINING AND MAINTAINING RAPPORT
- C. OBTAINING INFORMATION FROM PROSPECTS AND  
MSKINH HOOF PERSON-NAVY FITS
- D. SALESMANSHIP SKILLS
- E. ESTABLISHING AND MAKING GOOD RELATIONSHIPS  
IN THE COMMUNITY
- F. PROVIDING KNOWLEDGEABLE AND ACCURATE INFORMATION ABOUT THE NAVY
- G. ADMINISTRATIVE SKILLS
- ii. SUPPORTING OTHER RECRUITERS AND THE COMMAND

The following are guidelines to help you make accurate ratings of your own job performance. You should record your actual ratings on the accompanying sheet titled, "Navy Officer Recruiter Rating Scales."

First, notice that each of the eight Performance Categories is labeled and defined carefully at the top of the page.

Then, four levels of job performance effectiveness are listed and several descriptive statements are provided to help you define or get a fix on each level. The four levels of effectiveness are:

- 9 or 10: EXTREMELY EFFECTIVE
- 6, 7, or 8: EFFECTIVE
- 3, 4, or 5: MARGINAL
- 1 or 2: INEFFECTIVE

The most important part of the entire rating task is for you to read all the descriptive statements very thoroughly so that you have firm knowledge of the kind of performance that defines each of the above four levels for each Performance Category.

## II. GUIDELINES FOR MAKING NAVY OFFICER RECRUITER JOB PERFORMANCE SELF-RATINGS

1. In rating your own job performance, first read the category description at the top of the page to get a general idea of what part of the job this category covers.
2. Next, read the set of descriptive statements for each effectiveness level on the category and decide which set of behaviors most closely matches your typical performance for this performance category. Do you typically exhibit behavior that's EXTREMELY EFFECTIVE, EFFECTIVE, MARGINAL, or INEFFECTIVE according to the gist of the descriptive statement benchmarks on this category? If, for example, you feel that the MARGINAL statements are clearly descriptive of your performance, a "4" would probably be the appropriate rating on this category.

3. You may find that your performance resembles performance in the descriptive statements at more than one level (e.g., MARGINAL and EFFECTIVE). In this case, you must make a judgment about the fairest rating to give yourself. If you believe, for example, that the EFFECTIVE statements are the best descriptors of your effectiveness in this category, but that one or two of the MARGINAL statements also appear reasonably descriptive of your performance, a "6" might be the proper rating.

Thus, your ratings will reflect some subjective judgment on your part, but the descriptive statements should help make your ratings as objective as possible. Consider them as behavioral performance benchmarks to aid in giving you a standard in common with other raters.

### III. THINGS TO GUARD AGAINST

Several sources of error can contribute to inaccuracies in your ratings. Here are suggestions for overcoming two of the most serious.

1. Consider each Performance Category separately from all the rest. An almost universal error in ratings is called HALO ERROR. It occurs when the rater gives about the same ratings to a person (or him or herself) on all aspects of performance. Usually this error occurs because a rater has not taken enough time to get clearly in mind what each separate category of performance refers to. Remember, we are asking you to describe or evaluate yourself on eight different categories of performance. As you consider your ratings, try to avoid getting into the habit of giving about the same rating on each performance category (unless, of course, that's your best judgment of how your performance actually falls). Consider each category separately from all others in making these ratings.
2. Avoid using your own definitions for the various performance categories. A common reason for inaccurate ratings is that raters have different definitions of the performance categories. Terms such as "Gaining and Maintaining Rapport" and "Salesmanship Skills" can have different meanings for different raters. This is why it is so very important for you to read the definitions and descriptive behavior statements carefully for these performance categories. Avoid any previous impressions of what these things have meant to you. Base your ratings on the definitions which are provided in the rating booklet.

## II. GUIDELINES FOR MAKING NAVY OFFICER RECRUITER JOB PERFORMANCE RATINGS

1. In rating the job performance of a Navy Officer Recruiter, first read the category description at the top of the page to get a general idea of what part of the job this category covers.

2. Next, read the set of descriptive statements for each effectiveness level in the category and decide which set of behaviors most closely matches that recruiter's typical performance for this performance category. Does he/she typically exhibit behavior that's EXTREMELY EFFECTIVE, EFFECTIVE, MARGINAL, or INEFFECTIVE according to the gist of the descriptive statement benchmarks on this category? If, for example, you feel that the MARGINAL statements are clearly descriptive of his/her performance, a "4" would probably be the appropriate rating on this category.

3. You may find that the Officer Recruiter's performance in the descriptive statements at more than one level (e.g., MARGINAL and EFFECTIVE). In this case, you must make a judgment about the fairest rating to give him or her. If you believe, for example, that the EFFECTIVE statements are the best descriptors of the recruiter's effectiveness in this category, but that one or two of the MARGINAL statements also appear reasonably descriptive of his/her performance, a "6" might be the proper rating.

Thus, your ratings will reflect some subjective judgment on your part, but the descriptive statements should help make your ratings as objective as possible. Consider them as behavioral performance benchmarks to aid in giving you a standard in common with other raters.

Please work through your ratings category by category. That is, evaluate all recruiters on the first performance category ("Locating and Contacting Qualified Prospects") before moving on to Category B. Follow this procedure for all eight performance categories.

## A. LOCATING AND CONTACTING QUALIFIED PROSPECTS

prospecting effectively; contacting persons likely to qualify for officer programs; skillfully using the telephone, referrals, campus contacts, advertising ideas, special events, etc., to contact and get the attention of qualified persons; knowing where and when to prospect; ability to persist in prospecting and following up on leads even under considerable adversity.

9 or 10

### Extremely Effective Performance

- Displays exceptional ingenuity and energy in advertising the Navy and in locating prospects.
- Carefully reviews available academic information (e.g., college attended, GPA, classes completed) to determine if prospect is likely to pass qualifying tests and then gives priority to contacting persons most likely to qualify.
- Frequently uses persons recruited recently or contacts in academic and business communities to learn names of qualified persons likely to be interested in OPs.
- Is adept at using a variety of prospecting tools effectively: S/P cards, placement directories, newspaper advertising, campus contacts, professional associations, personal appearances, telephone; consistently uses the prospecting tools that are best for the existing market.

6, 7, or 8

### Effective Performance

- Uses a number of sources for prospecting, such as campus placement offices, college professors, resume files, etc.
- Usually persuades prospects to visit the recruiting office by using the telephone effectively or by talking to prospects in person.
- Carefully evaluates information on market and program openings to determine best source of prospects in a given time period.
- Follows up promising leads on potential applicants.

3, 4, or 5

### Marginal Performance

- Is somewhat slow and unaggressive in pursuing leads and does not make good use of campus contacts or others in obtaining leads.
- Exerts effort prospecting, but does not seek applicants in optimal locations; spends too little time on campuses, or too much time on campuses that are unlikely to produce qualified prospects.
- Tends to spend too little time with a qualified prospect and too much time with persons who are not really interested in the Navy OPs or are unlikely to qualify.

1 or 2

### Ineffective Performance

- Possesses poor telephone skills; may be reluctant to make calls, or sound disinterested and bored when talking to prospects; fails to counter objections to a Navy career.
- Gives up on a good lead if can't reach person by second or third telephone call.
- Uses very few prospecting tools; waits for prospects to come to him/her; almost always fails to follow up on leads, even promising ones.
- Fails to become familiar with his/her recruiting area, and thus lacks knowledge about sources of applicants.



## 8. GAINING AND MAINTAINING RAPPORT

Gaining the trust and respect of prospects; adjusting to applicants' styles and acting appropriately with different types of applicants; displaying a sincere concern about each prospect's career.

9 or 10

### Extremely Effective Performance

- Continues to give personalized attention to prospect throughout application process; explains procedures and prepares prospect for next recruitment step; may spend additional time with applicant at lunch or other social activity to be sure the person knows he or she "counts".
- Deals very effectively with persons of all races; greets all prospects appropriately; is adept at setting them at ease and getting them to talk, regardless of their background, race, or personality.
- Maintains a professional image but is adaptable in interacting with all types of prospects; conveys sincere interest in prospect's career goals and aspirations; relates to prospect as an applicant for a professional-level position.
- Answers prospects' questions politely and patiently, no matter how unimportant they seem.
- Shows respect for prospects' need to gain enough information about the Navy to contrast with other employment or advanced training programs.

6, 7, or 8

### Effective Performance

- Gives full attention to each prospect so he or she feels the Navy is truly interested in utilizing his/her talents.
- Is almost always able to put prospects at ease when they first enter the office.
- Keeps in touch with prospects throughout the application process; continues to periodically contact accessions who are waiting for their school to begin.
- Shows interest in most persons who enter the office and interacts with them in a warm and friendly way.

3, 4, or 5

### Marginal Performance

- Has a standard approach with all persons which, at times, is inappropriate: such as a manner of greeting, speech, or telling sea stories, etc.
- Occasionally appears disinterested when with a prospect; sometimes forgets an applicant's name at key times.
- Fails to keep in touch with prospects after they have submitted their application.
- Is discourteous at times; for example, will sometimes inappropriately interrupt an applicant while he/she is speaking; may be abrupt with a person who appears not to qualify for a particular program.

1 or 2

### Ineffective Performance

- Does not relate to prospect as a potential peer, instead "talks down" to prospect.
- Ignorant or is rude to applicants who do not seem at first to be good Navy officer material.
- Will interrupt an ongoing interview to interview another person or will perform other duties during an interview and give an impression of being disinterested in the person.
- Is cold and impolite upon initial meeting; answers question in a disinterested, impersonal way.

### C. OBTAINING INFORMATION FROM PROSPECTS AND MAKING GOOD PERSON-NAVY FITS

Listening skills; making accurate judgments about prospects' needs, programs desired, etc., based on good interviewing skills; effectively obtaining information about prospects from other sources to assess their qualifications and needs; accurately assessing prospects' eligibility for various programs.

9 or 10

#### Extremely Effective Performance

- Always listens attentively to applicant and then asks the right questions at the right time so that applicant reveals both positive and negative information and his/her interests and capabilities.
- Carefully probes to gain understanding related to any irregularities in prospects' educational or employment background.
- Shows sensitivity and tactfulness in asking personal questions about basic eligibility, e.g., medical history, policy involvement.
- Consistently remembers and analyzes information gathered from prospects to determine their likelihood of qualifying for a particular program.

6, 7, or 8

#### Effective Performance

- Listens to individuals' reasons for considering the Navy and asks questions about their interests.
- Promptly sends out reference forms to former employers and colleges; follows up on forms that are not returned right away or are returned with incomplete or missing information.
- Tries to identify Navy officer programs that are well suited to the applicant's needs, interests, and capabilities.
- Is correct for the most part in determining if applicant's background is seriously competitive for program he/she is applying for or if applicant should consider another program.

3, 4, or 5

#### Marginal Performance

- Sometimes talks too much without letting prospect talk enough; doesn't always learn enough about the individual to recommend appropriate programs.
- May check a few references to learn about an applicant but does not thoroughly check them all.
- Does not carefully review reference forms when they are returned; may at times overlook important information in employment or academic record.
- Suggests programs prematurely or suggests programs that the individual is not likely to qualify for or which currently have no openings.

1 or 2

#### Ineffective Performance

- Ignores applicants' stated interests; does not ask applicants what their career plans are.
- Fails to follow up on overdue reference forms; ignores most screening sources.
- Suggests programs applicant is clearly not qualified for or not interested in.

#### D. SALESMANSHIP SKILLS

Skillfully persuading prospects to join the Navy; using Navy benefits and opportunities effectively to contract the Navy to other competing employment and schools; using effective closing skills; adapting selling techniques appropriately to different prospects; effectively overcoming objections to joining the Navy.

9 or 10

##### Extremely Effective Performance

- Describes Navy life in an appropriate and convincing way for each prospect; is exceptionally effective and quick in countering objections about the Navy or a particular OP.
- Is able to sell another appropriate program to an applicant when the applicant is set on a program for which he/she does not qualify.
- Always knows when to close the sales presentation and start processing the paperwork.
- Consistently identifies the benefits most likely to convince each prospect; always concentrates on those aspects of an officer program which are in line with applicant's interests.

6, 7, or 8

##### Effective Performance

- Is capable of selling several aspects of a program; as appropriate, uses AV aids and other readily available assets to assist in closing the sale.
- Asks prospect if he/she is ready to apply after presenting a convincing argument for joining the Navy; will eliminate most of his/her presentation if prospect shows readiness to continue application process.
- Is prepared to contrast the Navy with civilian employment and effectively addresses career concerns.
- Often mentions specific benefits likely to persuade a prospect; describes Navy life well; is prepared to counter frequently-heard objections about the Navy.

3, 4, or 5

##### Marginal Performance

- Describes Navy benefits, programs, and schools in a way that is sometimes not suited to a particular prospect.
- Misses opportunities to close a sale; for example, continues to talk after prospect says he/she is ready to apply.
- Often ignores a prospect's criticisms of the Navy or of Navy life, or reacts defensively to prospect's objections about entering an officer program.

1 or 2

##### Ineffective Performance

- Frequently emphasizes benefits or aspects of Navy life which are irrelevant or unappealing to the particular prospect; may describe Navy life, benefits and programs in a bland, uninteresting way.
- Neglects to describe many important aspects of Navy life; may oversell a specific program and then lose prospects when they don't qualify for it.
- Is frequently unable to counter objections to joining the Navy; may end a conversation when prospect states an objection.

## E. ESTABLISHING AND MAINTAINING GOOD RELATIONSHIPS IN THE COMMUNITY

Contacting and working effectively with college professors and counselors, placement office employees, news media personnel, and others capable of helping recruiters; building a good reputation for the Navy by developing positive relationships with persons in the academic and business communities.

### 9 or 10

#### Extremely Effective Performance

- Is exceptionally adept at cultivating and maintaining excellent relationships with college counselors, professors, rejected applicants, enlisted recruiters, news media and local business persons, and other individuals and groups who are important for generating referrals or free advertising.
- Is innovative in informing the public about the Navy; actively promotes the Navy and makes friends for the Navy while doing it; always distributes the most current Navy information.
- Volunteers off-duty time to work on community projects, celebrations, parades, etc. when these activities are likely to enhance the Navy's image.
- Delivers extremely effective presentations on Navy officer programs to college classes, professional groups, and other organizations, often resulting in good leads and referrals.

### 6, 7, or 8

#### Effective Performance

- Spends productive time with individuals such as city government or college officials and professors; may lunch with them, distribute calendars, appointment books, etc. to them.
- Arranges for interested persons such Navy activities as DASO and EOV trips, visits with former Navy officers, etc.
- Keeps in touch with corporate personnel, recruiters, and business people employing persons who would also qualify for Navy OPs.
- Encourages placement directors, counselors, and other persons important as a referral source to call if they have any questions about the Navy.

### 3, 4, or 5

#### Marginal Performance

- Contacts campus personnel only sporadically; relationships with counselors, teachers, etc. and persons important for successful officer recruiting are distant and undeveloped.
- Is not alert to opportunities to promote the Navy; rarely volunteers off-duty time to promote the Navy and is unenthusiastic when approached to do something for the community; rarely accepts speaking invitations.
- Is, at times, discourteous to persons in the community; for example, may send form letters to persons who have assisted him/her or other Navy recruiters.

### 1 or 2

#### Ineffective Performance

- Does not contact professors or counselors when on campus; may spend all his or her time in the placement center waiting for interviews.
- Alienates campus contacts or persons in the community by ignoring them, not answering their questions, responding rudely, demanding information, etc.; sometimes does not appear at recruiting presentations for which he/she is scheduled.
- Presents negative image of the Navy through poor personal appearance, discourteous driving practices, etc.; may outwardly express dislike for the Navy or Navy recruiting.

# F. PROVIDING KNOWLEDGEABLE AND ACCURATE INFORMATION ABOUT THE NAVY

Displaying considerable knowledge about Navy officer programs, Navy educational opportunities, etc.; providing accurate information about Navy life; being up to date on Recruiting Manual changes and on other directives pertaining to program or school changes, eligibility for programs, etc.; skillfully relaying information about OCS, APCS, NROTC, etc. so that prospect is informed about what to expect but is not discouraged from joining the Navy.

9 or 10

## Extremely Effective Performance

- Is consistently accurate and honest in describing Navy life; thoroughly prepares successful applicants for their upcoming officer training experience.
- Consistently provides accurate information about Navy programs, education, etc.; when uncertain, immediately obtains the correct information.
- Studies and learns as many details of officer programs as possible without decreasing recruiting time.

6, 7, or 8

## Effective Performance

- Keeps up to date on all aspects of assigned officer program(s) and is familiar with basics of other OPs; may keep in touch with OCS, APCS, or other program graduates so he/she will have recent information on schools from recruits' point of view.
- Discusses with accepted officer candidates most important aspects of their upcoming officer training experience, what it's like to be an officer in the Navy, etc.
- Provide applicant with information on application process so he/she will be prepared for "job interview", possible rejection, waiting period or school, etc.
- Remain current on the basics of all Navy officer programs; competently answers most questions prospects ask.

3, 4, or 5

## Marginal Performance

- Is not well informed or knowledgeable about many Navy programs and benefits.
- Mentions certain specific aspects of officer training programs and life in the Navy, but descriptions are often incomplete; may show film on OCS or another program, but not bother to provide any additional or first-hand information.
- Sometimes provides inaccurate information about OCS or other officer training programs, training opportunities, career potential, etc.

1 or 2

## Ineffective Performance

- Frequently fails to prepare officer candidates for life in the Navy; fails to describe unpleasant aspects of training (e.g., initial APCS experience, marching, etc.); describes aspects of the Navy irrelevant to a prospect.
- Spends little time learning about Navy programs, schools, etc., and so is unable to describe many programs for which an applicant is qualified.
- Often provides inaccurate information about officer training programs or life as a junior officer, thus causing successful applicants to expect events which never occur or to be unprepared for other events, requirements, opportunities, etc.

## G. ADMINISTRATIVE SKILLS

Planning ahead; organizing time efficiently; completing paperwork accurately and on time; keeping track of appointments; not wasting time.

### 9 or 10

#### Extremely Effective Performance

- Devises monthly, weekly, and daily plans, and follows them in order to achieve own and district goals; when changes in daily schedule occur, completes other necessary tasks to maximize efficiency and personal productivity.
- If personnel (e.g., enlisted or temporary duty Ensigns) are assigned to him/her, determines how they can best aid the recruiting effort; for example, delegates appropriate level work; oversees and follows up on their work.
- Maintains a complete and accurate calendar of relevant community, college, and Navy events; schedules meetings, interviews, physicals, etc. wisely in order to use own and others' time most efficiently.
- Finishes all paperwork accurately and on time; verifies that applicant kit is legible, complete, and in order before sending it off; makes it a point to write a strong, persuasive summary for a highly qualified applicant.

### 6, 7, or 8

#### Effective Performance

- Keeps S/P cards updated; logs any action related to prospect; properly annotates phone calls and other communications; keeps a record of appointments and applicant physicals; generally writes clear, concise summary for program application.
- Completes paperwork on time and with few errors; may collect information by phone to save time; reviews chronological cards each day and takes necessary follow-up action.
- Reviews Port Transactions first thing every day; if code indicates, immediately arranges to get further information; checks on any codes uncertain of; promptly takes action called for by Port Transactions, phone calls, paperwork, etc.
- Generally uses time efficiently; for example, schedules time so that during a campus visit he/she can accomplish a number of recruiting tasks both on campus and in the local community.

### 3, 4, or 5

#### Marginal Performance

- Completes paperwork either just barely in time, or not on time; errors in paperwork are common; some forms are not sent in, delaying application process.
- Fails to use dead time wisely; for example, might spend an undue amount of time providing prospects and applicants with transportation.
- Tends to schedule appointments, physicals, etc. without considering other events.

### 1 or 2

#### Ineffective Performance

- Uses wrong forms; forms invariably contain errors; consistently forgets to complete all the necessary forms.
- Does not maintain a record of appointments, and so may schedule two at the same time, or schedule appointments too closely together; misses appointments.
- Does not know what to do with time; needs to be told what to do.

#### H. SUPPORTING OTHER RECRUITERS AND THE COMMAND

Coordinating activities with other recruiters to maximize productivity of the station and district; using own skills and/or time to support other Navy recruiters when appropriate; pitching in to support orders and directives from Area and CRUITCOM; providing constructive feedback to other Navy recruiters concerning their skills, style, etc.; providing helpful tips to new recruiters.

9 or 10

##### Extremely Effective Performance

- Consistently works with other recruiters, as appropriate, to improve their selling and interviewing skills and provides valuable feedback to them; is always concerned about other recruiters' personal and professional problems and always helps them if possible.
- Is always enthusiastic and works to build group spirit when other recruiters are down; enhances the team spirit even when he/she has personal problems; very seldom complains.
- Always shares information such as legal shortcuts or important contacts which can increase production of other recruiters or reduce red tape.

6, 7, or 8

##### Effective Performance

- Places district quotas above personal quotas; for example, will prospect to meet district OP shortfalls at the possible expense of personal goal attainment.
- Helps other recruiters with paperwork; answers their phone when they are out; may get transcripts or other documents for fellow recruiters to save them time.
- Occasionally works with other recruiters to improve their interviewing or selling techniques; may share with other recruiters prospects that he/she has attracted.
- Occasionally gives negative feedback to other recruiters, even when it isn't warranted; does not provide feedback to other recruiters when it is needed or they want it.
- Complains to the OPD or other recruiters about production goals, having to work "overtime", prospects who don't sign up, selection board's turning down candidates sent to Washington, etc.
- Does not assist another recruiter when help is needed; does not help new recruiters learn their job.

3, 4, or 5

##### Marginal Performance

1 or 2

##### Ineffective Performance

- Is quick to take personal credit when district achieves goals and quick to blame others when the district does not; lets others carry the recruiting load.
- Interferes with the group effort by not answering the phone, neglecting to give messages to persons for whom intended, not communicating and coordinating schedule with others, etc.; may unnecessarily tie up a vehicle even though it inconveniences another recruiter.
- Is very temperamental and cannot get along with other recruiters; may inappropriately interrupt other recruiters' interviews.

I. OVERALL EFFECTIVENESS

Your overall performance/effectiveness as a recruiter.



I. OVERALL EFFECTIVENESS

Overall performance/effectiveness as a recruiter.

**APPENDIX B**  
**NAVY OFFICER RECRUITER EXPERIMENTAL TEST BATTERY**

### General Directions

The Navy Officer Recruiter Experimental Test Battery is in five parts: a biographical survey, a vocational interests inventory, a true-false personality test, and two self-description checklists. Please record all your answers in this booklet. There is no time limit for the Battery. If you work quickly, you should be able to complete all five parts in 45 minutes to one hour.

As was mentioned in the videotape presentation, your responses to the Battery will be kept confidential. Please answer honestly.

Specific directions for each section follow. Please fill out the Identifying Information section on the next page and then proceed to Section 1 of the Battery.

Identifying Information

1. Your Name \_\_\_\_\_

2. Present District Assigned \_\_\_\_\_

3. Your Sex (M or F) \_\_\_\_\_

4. Your race: (Check one)

\_\_\_\_\_ Black - All persons having origins in any of the black racial groups in Africa.

\_\_\_\_\_ Hispanic or Spanish - All persons of Mexican, Puerto Rican, Cuban, Central American, South American, or other Spanish culture or origin.

\_\_\_\_\_ Asian or Pacific Islanders - All persons having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent, including, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

\_\_\_\_\_ North American Indian or Alaskan Native - All persons having origins in any of the original peoples of North America.

\_\_\_\_\_ White (not of Hispanic Origin) - All persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.

\_\_\_\_\_ Other, please describe:

\_\_\_\_\_  
\_\_\_\_\_

5. Your Age \_\_\_\_\_

6. Months to date spent on recruiting duty (not including ROMO) \_\_\_\_\_

7. Years in Navy (to nearest whole year, enlisted service included, if applicable) \_\_\_\_\_

8. Your Designation: (Check one)

\_\_\_\_\_ SWO

\_\_\_\_\_ Aviator

\_\_\_\_\_ Submariner

\_\_\_\_\_ NFO

\_\_\_\_\_ Other (Name) \_\_\_\_\_

## SECTION 1

### Biographical Survey

This survey asks several questions about you and your life. For each item, please check the appropriate blank.

1. What was your father's education?

- ☐ (1) grade school or less
- ☐ (2) some high school
- ☐ (3) completed high school
- ☐ (4) some college
- ☐ (5) completed college
- ☐ (6) a graduate degree (M.A., M.S., Ph.D., etc.)

2. What was your mother's education?

- ☐ (1) grade school or less
- ☐ (2) some high school
- ☐ (3) completed high school
- ☐ (4) some college
- ☐ (5) completed college
- ☐ (6) a graduate degree (M.A., M.S., Ph.D., etc.)

3. In what section of town did your family live longest while you were growing up?

- ☐ (1) an exclusive section of town
- ☐ (2) in a good but not the best section
- ☐ (3) average section of town
- ☐ (4) in one of the poorer sections of town
- ☐ (5) in a rural area

4. What is/was your father's chief occupation?

- |  |   |
|--|---|
| <input type="checkbox"/> (1) unskilled or semiskilled      | <input type="checkbox"/> (8) enlisted in Armed Forces |
| <input type="checkbox"/> (2) skilled (blue collar)         | <input type="checkbox"/> (9) officer in Armed Forces  |
| <input type="checkbox"/> (3) skilled (white collar)        | <input type="checkbox"/> (10) other _____             |
| <input type="checkbox"/> (4) police officer or firefighter |   |
| <input type="checkbox"/> (5) business                      |   |
| <input type="checkbox"/> (6) supervisor or manager         |   |
| <input type="checkbox"/> (7) professional (civilian)       |   |

5. What is/was your mother's chief occupation?

- ☐ (1) unskilled or semiskilled
- ☐ (2) skilled (blue collar)
- ☐ (3) skilled (white collar)
- ☐ (4) police officer or firefighter
- ☐ (5) business
- ☐ (6) supervisor or manager
- ☐ (7) professional (civilian)
- ☐ (8) housewife
- ☐ (9) enlisted in Armed Forces
- ☐ (10) officer in Armed Forces
- ☐ (11) other \_\_\_\_\_

6. How much did your parents emphasize success and getting ahead to you?

- ☐ (1) constantly
- ☐ (2) frequently
- ☐ (3) now and then
- ☐ (4) rarely
- ☐ (5) never

7. When you were a high school student, were you:

- ☐ (1) one of the most popular students
- ☐ (2) more popular than most students
- ☐ (3) about as popular as most students
- ☐ (4) not as popular as most students

8. In college, when friends came to you with their personal problems, how likely were you to go out of your way to give them help or advice?

- ☐ (1) much more likely than most people
- ☐ (2) more likely than most people
- ☐ (3) about the same as other people
- ☐ (4) less likely than most people
- ☐ (5) much less likely than most people

9. Based on your experience in college, how would you rate your leadership ability?

- \_\_\_\_\_ (1) below average
- \_\_\_\_\_ (2) average
- \_\_\_\_\_ (3) slightly above average
- \_\_\_\_\_ (4) somewhat above average
- \_\_\_\_\_ (5) far above average
- \_\_\_\_\_ (6) very far above average

10. While in high school, where did you rank in scholarship in your class?

- \_\_\_\_\_ (1) upper 10%
- \_\_\_\_\_ (2) upper 25%
- \_\_\_\_\_ (3) upper 50%
- \_\_\_\_\_ (4) lower 50%

11. While in college, where did you rank in scholarship in your class?

- \_\_\_\_\_ (1) upper 10%
- \_\_\_\_\_ (2) upper 25%
- \_\_\_\_\_ (3) upper 50%
- \_\_\_\_\_ (4) lower 50%

12. How many summers during high school did you hold a regular job for which you were paid?

- \_\_\_\_\_ (1) none
- \_\_\_\_\_ (2) 1
- \_\_\_\_\_ (3) 2
- \_\_\_\_\_ (4) 3
- \_\_\_\_\_ (5) 4 or more

13. On the average, how many hours a week did you work on a part-time job in high school?

- \_\_\_\_\_ (1) none
- \_\_\_\_\_ (2) 1 to 4
- \_\_\_\_\_ (3) 5 to 10
- \_\_\_\_\_ (4) 11 to 15
- \_\_\_\_\_ (5) 16 or more

14. How many years of selling experience have you had (not including recruiting)?
- ☐ (1) none
  - ☐ (2) 1-2 years
  - ☐ (3) 3-4 years
  - ☐ (4) 5 years or more
15. Have you ever done door-to-door (not store) selling?
- ☐ (1) yes
  - ☐ (2) no
16. How well do you like to be around other people?
- ☐ (1) I enjoy being with others very much; only rarely do I like to be by myself.
  - ☐ (2) I usually enjoy being around others, occasionally preferring to be by myself.
  - ☐ (3) I like being around other people sometimes and at other times I like to be by myself.
  - ☐ (4) I prefer being by myself and only occasionally enjoy being around other people.
17. When the work day is over, a person should forget his or her job and enjoy him/herself. How do you feel about this statement?
- ☐ (1) definitely agree
  - ☐ (2) probably agree
  - ☐ (3) not sure
  - ☐ (4) probably disagree
  - ☐ (5) definitely disagree
18. About the best indication of a person's worth is how well he or she does his or her job. How do you feel about the above statement?
- ☐ (1) definitely agree
  - ☐ (2) probably agree
  - ☐ (3) not sure
  - ☐ (4) probably disagree
  - ☐ (5) definitely disagree



19. Some people easily become involved in a task while others seldom really "dig into" a task or job. How involved do you usually become in a task or job?

- \_\_\_\_\_ (1) you have trouble sticking with a task; other things seem to come up to distract your attention
- \_\_\_\_\_ (2) you become involved in only those tasks that interest you very much
- \_\_\_\_\_ (3) you often become heavily involved in any task or job that you undertake
- \_\_\_\_\_ (4) you almost always become engrossed in any task that comes along

20. Do you feel you are a good detail person?

- \_\_\_\_\_ (1) definitely yes; I am very detail oriented and attend closely to "nitty-gritties" of a task or job
- \_\_\_\_\_ (2) I am probably about average on detail orientation
- \_\_\_\_\_ (3) not really; I tend to overlook small details or fail to do a really thorough job of attending to the details required on many tasks or jobs
- \_\_\_\_\_ (4) definitely no; I often miss important details on a task or job and I'm much better at things requiring little or no detail work

21. How organized are you when working on a job or task?

- \_\_\_\_\_ (1) I plan and organize my work almost to a fault
- \_\_\_\_\_ (2) I am quite well organized on most tasks and jobs.
- \_\_\_\_\_ (3) Though I generally get the job done, I must admit my organization could usually be better.
- \_\_\_\_\_ (4) Frankly, I am very poor at planning and organizing, and prefer to play it by ear when working on a task or job.

22. How important do you feel it is to "put your heart" into the job and make an all-out effort?

- \_\_\_\_\_ (1) not important at all
- \_\_\_\_\_ (2) not very important
- \_\_\_\_\_ (3) important
- \_\_\_\_\_ (4) very important
- \_\_\_\_\_ (5) extremely important

23. Do you make a list of things to do when you know you will have a busy day?

- ☐ (1) yes, always
- ☐ (2) yes, usually
- ☐ (3) yes, sometimes
- ☐ (4) yes, but only rarely
- ☐ (5) no, never

24. When you try to reach important goals of any kind, what percent of the time do you feel you have really succeeded?

- |                                  |                                    |
|----------------------------------|------------------------------------|
| <input type="checkbox"/> (1) 10% | <input type="checkbox"/> (6) 60%   |
| <input type="checkbox"/> (2) 20% | <input type="checkbox"/> (7) 70%   |
| <input type="checkbox"/> (3) 30% | <input type="checkbox"/> (8) 80%   |
| <input type="checkbox"/> (4) 40% | <input type="checkbox"/> (9) 90%   |
| <input type="checkbox"/> (5) 50% | <input type="checkbox"/> (10) 100% |

25. How creative do you feel you are?

- ☐ (1) highly creative
- ☐ (2) somewhat more creative than most people
- ☐ (3) similar to most people
- ☐ (4) somewhat less creative than most people
- ☐ (5) not creative

26. Do you expect to make the military service your career?

- ☐ (1) definitely yes
- ☐ (2) probably yes
- ☐ (3) undecided
- ☐ (4) probably not
- ☐ (5) definitely not

27. What is your present marital status?

- ☐ (1) single
- ☐ (2) married, no children
- ☐ (3) married, one or more children
- ☐ (4) widowed
- ☐ (5) separated or divorced

28. What is your attitude toward social gatherings?

- ☐ (1) You enjoy them thoroughly.
- ☐ (2) You enjoy them if they are not too frequent.
- ☐ (3) You are somewhat indifferent to them.
- ☐ (4) You believe they are a waste of time, but you go occasionally.
- ☐ (5) You avoid them as completely as possible.

29. What has been your experience with people?

- ☐ (1) There is a lot of good in all people.
- ☐ (2) There is some good in most people.
- ☐ (3) People are about as good as they have to be.
- ☐ (4) A surprising number of people are mean and dishonest.
- ☐ (5) Most people are just no good.

30. How do you usually behave in a group session with your peers?

- ☐ (1) Express your views and often sway the group.
- ☐ (2) Express your views but often don't sway the group.
- ☐ (3) Reluctant to express your views, but they are usually well received.
- ☐ (4) Reluctant to express your views and unsure of their reception.
- ☐ (5) Don't usually participate.

31. Given the choice, would you prefer to:

- ☐ (1) Persuade others.
- ☐ (2) Order others.

32. Viewing yourself as objectively as possible, would you describe yourself as:

- ☐ (1) Aggressive.
- ☐ (2) Occasionally aggressive but typically not.
- ☐ (3) Passive.

33. Which of the following is the most difficult for you to do?

- ☐ (1) Write reports.
- ☐ (2) Sell ideas to the boss.
- ☐ (3) Reprimand someone.
- ☐ (4) Speak before a large group.
- ☐ (5) Sell others on the importance of getting a job done.

34. When you take a vacation, which do you prefer?

- ☐ (1) Like to plan it down to the last detail.
- ☐ (2) Like to make general plans, but let details take care of themselves.
- ☐ (3) Like to take spontaneous trips.
- ☐ (4) Never take a vacation or just work or loaf around home during vacation.

35. When you go on a vacation trip in your own car do you tend to:

- ☐ (1) Make no unnecessary stops until you get where you are going.
- ☐ (2) Stop at planned points along the way.
- ☐ (3) Detour or stop whenever something interests you.
- ☐ (4) Sometimes get sidetracked and don't get to original destination.
- ☐ (5) Never make trips of this sort.

36. How do you compare with your friends in athletic ability?

- ☐ (1) You are much better than most.
- ☐ (2) You are a little better than average.
- ☐ (3) You are about average.
- ☐ (4) You are a little poorer than most.
- ☐ (5) Your friends are very much better than you.

37. Would you describe your father as:

- ☐ (1) A "pal" who was more like an older companion than a parent.
- ☐ (2) A formal sort of person.
- ☐ (3) A domineering person who provided close attention and supervision.
- ☐ (4) A person with other interests that seemed to detract from attention to the family.
- ☐ (5) None of the above.

38. Would your choice of an ideal job be one which:

- ☐ (1) Allowed a great amount of interaction with other people.
- ☐ (2) Would require working with a small group.
- ☐ (3) Would allow you to work closely with one other person.
- ☐ (4) Would allow you to work by yourself.

39. How fast do you usually work?

- \_\_\_\_\_ (1) Much faster than most people.
- \_\_\_\_\_ (2) Somewhat faster than most people.
- \_\_\_\_\_ (3) At about the same pace as most people.
- \_\_\_\_\_ (4) Somewhat slower than most people.
- \_\_\_\_\_ (5) Much slower than most people.

40. How well have you felt you were able to understand the feelings of others?

- \_\_\_\_\_ (1) Very well.
- \_\_\_\_\_ (2) Pretty well.
- \_\_\_\_\_ (3) Fairly well.
- \_\_\_\_\_ (4) Not very well.

## SECTION 2

### Vocational Interests Inventory

This inventory asks questions related to your general work interests. The seven parts in the inventory list many jobs, activities, school subjects, etc., and you are asked to show your liking or disliking for each. Remember this is not a test of your abilities, it is an inventory asking about your vocational interests.

## Part I. Occupations

Many occupations are listed below. For each of them, show how you feel about doing that work.

Circle the "L" if you like that work. . . . . ☒ L I D

Circle the "I" if you are indifferent  
(that is, don't care one way or another). . . . L ☒ I D

Circle the "D" if you dislike it. . . . . L I ☒ D

Don't worry about whether you would be good at that job or about your lack of training. Forget about how much money you could make or whether you could get ahead. Think only about whether you would like to do that work.

Work fast. Answer every one.

- |       |                                   |       |                                  |
|-------|-----------------------------------|-------|----------------------------------|
| L I D | 1. Artist's model                 | L I D | 24. Income tax accountant        |
| L I D | 2. Auto sales                     | L I D | 25. Interior decorator           |
| L I D | 3. Bank teller                    | L I D | 26. Inventor                     |
| L I D | 4. Beauty and haircare consultant | L I D | 27. Jet pilot                    |
| L I D | 5. Bookkeeper                     | L I D | 28. Judge                        |
| L I D | 6. Cashier in bank                | L I D | 29. Labor arbitrator             |
| L I D | 7. Church worker                  | L I D | 30. Landscape gardener           |
| L I D | 8. City planner                   | L I D | 31. Librarian                    |
| L I D | 9. Civil engineer                 | L I D | 32. Manager, Chamber of Commerce |
| L I D | 10. College Professor             | L I D | 33. Military officer             |
| L I D | 11. Corporation lawyer            | L I D | 34. Newspaper reporter           |
| L I D | 12. Courtroom stenographer        | L I D | 35. Nurse                        |
| L I D | 13. Criminal lawyer               | L I D | 36. Office manager               |
| L I D | 14. Dancing teacher               | L I D | 37. Pharmacist                   |
| L I D | 15. Dietitian                     | L I D | 38. Professional athlete         |
| L I D | 16. Employment manager            | L I D | 39. Professional gambler         |
| L I D | 17. Factory manager               | L I D | 40. Public relations director    |
| L I D | 18. Fashion model                 | L I D | 41. Social worker                |
| L I D | 19. Foreign correspondent         | L I D | 42. Statistician                 |
| L I D | 20. Foreign service officer       | L I D | 43. Surgeon                      |
| L I D | 21. Governor of a state           | L I D | 44. Vocational counselor         |
| L I D | 22. High school teacher           | L I D | 45. Waiter/Waitress              |
| L I D | 23. Hospital records clerk        |       |                                  |

## Part II. School Subjects

Show as before your interest in these school subjects, even though you may not have studied them.

- |       |    |                     |       |     |                   |
|-------|----|---------------------|-------|-----|-------------------|
| L I D | 1. | Civics (government) | L I D | 7.  | Physiology        |
| L I D | 2. | Journalism          | L I D | 8.  | Political science |
| L I D | 3. | Penmanship          | L I D | 9.  | Psychology        |
| L I D | 4. | Philosophy          | L I D | 10. | Public speaking   |
| L I D | 5. | Physical education  | L I D | 11. | Sociology         |
| L I D | 6. | Physics             | L I D | 12. | Statistics        |

## Part III. Activities

Show your interests as before. Give the first answer that comes to mind.

- |       |     |                                       |       |     |   |
|-------|-----|---------------------------------------|-------|-----|---|
| L I D | 1.  | Making a speech                       | L I D | 15. | Organizing cabinets and closets                             |
| L I D | 2.  | Doing research work                   | L I D | 16. | Adjusting difficulties of others                            |
| L I D | 3.  | Writing reports                       | L I D | 17. | Starting a conversation with a stranger                     |
| L I D | 4.  | Discussions of politics               | L I D | 18. | Bargaining ("swapping")                                     |
| L I D | 5.  | Going to church                       | L I D | 19. | Looking at things in a clothing store                       |
| L I D | 6.  | Heading a civic improvement program   | L I D | 20. | Buying merchandise for a store                              |
| L I D | 7.  | Teaching children                     | L I D | 21. | Competitive activities                                      |
| L I D | 8.  | Teaching adults                       | L I D | 22. | Interviewing clients  |
| L I D | 9.  | Meeting and directing people          | L I D | 23. | Arguments   |
| L I D | 10. | Taking responsibility                 | L I D | 24. | Developing business systems                                 |
| L I D | 11. | Making statistical charts             | L I D | 25. | Raising money for charity                                   |
| L I D | 12. | Giving first aid assistance           | L I D | 26. | Expressing judgments publicly regardless of what others say |
| L I D | 13. | Interviewing prospects in selling     | L I D | 27. | Discussing the purpose of life                              |
| L I D | 14. | Pursuing bandits in a sheriff's posse |       |     |   |



#### Part IV. Amusements

Show in the same way how you feel about these ways of having fun. Work rapidly. Do not think over various possibilities. Record your first feeling of liking, indifference, or disliking.

- |       |  |       |  |
|-------|--|-------|--|
| L I D | 1. Jazz or rock concerts                 | L I D | 8. Leading a scout troop                       |
| L I D | 2. Looking at things in a hardware store | L I D | 9. Night clubs                                 |
| L I D | 3. Boxing                                | L I D | 10. Sports pages in newspaper                  |
| L I D | 4. Religious music                       | L I D | 11. Family pages in newspaper                  |
| L I D | 5. Conventions                           | L I D | 12. Playing chess                              |
| L I D | 6. Formal dress affairs                  | L I D | 13. Entertaining others                        |
| L I D | 7. Electioneering for office             | L I D | 14. Being the first to wear the latest fashion |

#### Part V. Types of People

People tend to choose jobs where they can work with individuals they enjoy. Please indicate your feelings about having day-to-day contact with the following types of people. Work fast--don't think of specific examples--give the first impression that comes to mind.

- |       |  |       |                                    |
|-------|--|-------|------------------------------------|
| L I D | 1. High school students                      | L I D | 9. Outspoken people with new ideas |
| L I D | 2. Military officers                         | L I D | 10. Thrifty people                 |
| L I D | 3. Foreigners                                | L I D | 11. Athletic persons               |
| L I D | 4. People who assume leadership              | L I D | 12. Outstanding scientists         |
| L I D | 5. Aggressive people                         | L I D | 13. People who live dangerously    |
| L I D | 6. Physically sick people                    | L I D | 14. Emotional people               |
| L I D | 7. Babies                                    |       |                                    |
| L I D | 8. People who have made fortunes in business |       |                                    |

## Part VI. Preference Between Two Activities

Here are several pairs of activities or occupations. Show which one of each pair you like better. If you prefer the one on the left, circle the "L" in parentheses; if you prefer the item on the right, circle the "R" in parentheses. If you like both the same, or if you can't decide, circle the "=". Work rapidly, Make only one mark for each pair.

- | <u>Left</u>  | <u>Right</u>   |
|--|--|
| 1. Taxicab driver (L)  | = (R) Police officer   |
| 2. Doing a job yourself (L)  | = (R) Telling somebody else to do the job  |
| 3. Taking a chance (L)   | = (R) Playing safe   |
| 4. Drawing a definite salary (L)   | = (R) Receiving a commission of what is done   |
| 5. Outside work (L)  | = (R) Inside work  |
| 6. Statistician (L)  | = (R) Social worker  |
| 7. Technical responsibility (L)<br>(in charge of 25 people<br>doing scientific work)               | = (R) Supervisory responsibility (in<br>charge of 300 people doing business-<br>office work) |
| 8. Experimenting with new<br>grooming preparations (L)   | = (R) Experimenting with new office<br>equipment   |
| 9. Being married to a<br>research scientist (L)  | = (R) Being married to a sales<br>executive  |
| 10. Working in a large corpora-<br>tion with little chance of<br>being president before age 55 (L) | = (R) Working for yourself in a small<br>business  |
| 11. Music and art events (L)   | = (R) Athletic events  |
| 12. Work in which you move<br>from place to place (L)  | = (R) Work where you live in one<br>place  |

## Part VII. Your Characteristics

This section asks about some of your characteristics. If the item describes you, circle the "Y" for yes; if the item does not describe you, circle the "N" for no; if you cannot decide, circle the "?".

- |   |   |   |    |   |
|---|---|---|----|---|
| Y | ? | N | 1. | Usually start activities of my group.   |
| Y | ? | N | 2. | Have more than my share of novel ideas.   |
| Y | ? | N | 3. | Make decisions immediately, not after considerable thought.                       |
| Y | ? | N | 4. | Am concerned about philosophical problems such as religion, meaning of life, etc. |
| Y | ? | N | 5. | Can prepare successful advertisements.  |
| Y | ? | N | 6. | Stimulate the ambitions of my associates.   |
| Y | ? | N | 7. | Can write a concise, well-organized report.                                       |
| Y | ? | N | 8. | Put drive into an organization.   |

SECTION 3  
True-False Personality Test

This section contains 121 statements concerning what a person does, thinks, or feels. Read each statement and decide if it is mostly true or mostly false for you. Circle the "T" if the statement is true or applies to you. Circle the "F" if it is false or does not apply to you.

- T F 1. I enjoy hearing lectures on world affairs.
- T F 2. At a club or community meeting, I would enjoy standing up to try to convince people to vote my way.
- T F 3. My memory is better than most other people's.
- T F 4. I would not enjoy being a politician.
- T F 5. The people I know who say the first thing they think of are some of my most interesting acquaintances.
- T F 6. It is hard for me to find anything to talk about when I meet a new person.
- T F 7. I liked school.
- T F 8. I am apt to show off in some way if I get the chance.
- T F 9. People seem naturally to turn to me when decisions have to be made.
- T F 10. I must admit I often neglect to put things back where they belong.
- T F 11. I like to keep people guessing what I'm going to do next.
- T F 12. I often prefer to "play things by ear" rather than to plan ahead.
- T F 13. I prefer not to "open up" too much, not even to friends.
- T F 14. It is best not to overexert oneself in performing a task when other demanding tasks may follow.
- T F 15. Others think I am lively and witty.
- T F 16. I don't like to start a project until I know exactly how to proceed.
- T F 17. In a group of people I would not be embarrassed to be called upon to start a discussion or give an opinion about something I know well.
- T F 18. I must admit that I have a bad temper once I get angry.
- T F 19. If I hold an opinion that is radically different from that expressed by a lecturer, I am likely to tell him about it either during or after the lecture.
- T F 20. My work is planned and organized in detail before it is begun.
- T F 21. I like to have people talk about things I have done.
- T F 22. If I have a problem, I like to work it out alone.
- T F 23. Sometimes I rather enjoy going against the rules and doing things I'm not supposed to.
- T F 24. My workspace is typically very neat.
- T F 25. I perform in public whenever I have the opportunity.
- T F 26. I find it difficult to ask people for money or other donations, even for a cause in which I am interested.

- T F 27. I like to stop and think things over before I do them.
- T F 28. I would like to be a journalist.
- T F 29. I think Lincoln was greater than Washington.
- T F 30. As a child I used to be able to go to my parents with my problems.
- T F 31. My way of doing things is apt to be misunderstood by others.
- T F 32. Even when I have done something very well, I usually demand that I do better next time.
- T F 33. I tend to be on my guard with people who are somewhat more friendly than I had expected.
- T F 34. I am embarrassed by dirty stories.
- T F 35. I hate to be interrupted when I am working on something.
- T F 36. I think I would enjoy having authority over other people.
- T F 37. People consider me a rather freewheeling and spontaneous person.
- T F 38. I enjoy putting in long hours.
- T F 39. I like to read about science.
- T F 40. It takes a lot of argument to convince most people of the truth.
- T F 41. I think I would like the work of a school teacher.
- T F 42. I don't like to do anything unusual that will call attention to myself.
- T F 43. I feel comfortable in a somewhat disorganized room.
- T F 44. The members of my family were always very close to each other.
- T F 45. I must admit I am sometimes careless about things in an effort to get them done quickly.
- T F 46. In a group, I usually take the responsibility for getting people introduced.
- T F 47. I open up to others only when I'm sure they will accept me.
- T F 48. I work hard even if I don't think it will get me ahead.
- T F 49. If the pay was right, I would like to travel with a circus or carnival.
- T F 50. I would like to hear a great singer in an opera.
- T F 51. I keep close track of where my money goes.
- T F 52. My parents have often disapproved of my friends.
- T F 53. I must admit I try to see what others think before I take a stand.
- T F 54. I get very nervous if I think that someone is watching me.
- T F 55. I used to keep a diary.
- T F 56. Life is no fun unless it is lived in a carefree way.
- T F 57. I often take it upon myself to liven up a dull party.
- T F 58. People say that I am methodical (that I do things in a systematic manner).

- T F 59. I have had very peculiar and strange experiences.
- T F 60. If I were to be in a play, I would want to play the leading role.
- T F 61. There have been a few times when I have been very mean to another person.
- T F 62. When I work on a committee, I like to take charge of things.
- T F 63. Some of my family have quick tempers.
- T F 64. Only a fool would ever vote to increase his own taxes.
- T F 65. Society owes a lot more to the businessperson and the manufacturer than it does to the artist and the professor.
- T F 66. My work is always well organized.
- T F 67. I find it really hard to give up on a project when it proves too difficult.
- T F 68. A person does not need to worry about other people if only he or she looks after himself or herself.
- T F 69. I often crave excitement.
- T F 70. I am not a terribly ambitious person.
- T F 71. I must admit I often like to take "center stage" at a social event.
- T F 72. An ideal job would allow me to work on one task at a time.
- T F 73. I must admit I don't open up much to strangers.
- T F 74. I try to get others to notice the way I dress.
- T F 75. People say that I drive myself hard.
- T F 76. At times I have been very anxious to get away from my family.
- T F 77. In school I found it very hard to talk before the class.
- T F 78. I have no patience with people who believe there is only one true religion.
- T F 79. When faced with a decision, I usually take time to consider and weigh all aspects.
- T F 80. I don't have a forceful or dominating personality.
- T F 81. I refuse to play some games because I am not good at them.
- T F 82. Sometimes people say I neglect important aspects of my life because I work so hard.
- T F 83. I was one of the quietest children in my group.
- T F 84. With things going as they are, it's pretty hard to keep up hope of amounting to something.
- T I 85. Most people feel that I act spontaneously.
- T F 86. Every citizen should take the time to find out about national affairs, even if it means giving up some personal pleasure.
- T F 87. In most ways the poor person is better off than the rich person.
- T F 88. I often do things on the spur of the moment.
- T F 89. I must admit I am a pretty fair talker.
- T F 90. Clever, sarcastic people make me feel very uncomfortable.

- T F 91. When I am going somewhere I usually find my exact route by using a map.
- T F 92. I certainly feel useless at times.
- T F 93. In my work I have learned not to demand perfection of myself.
- T F 94. The future is too uncertain for a person to make serious plans.
- T F 95. I would rather be a steady and dependable worker than a brilliant but unstable one.
- T F 96. I have had more than my share of things to worry about.
- T F 97. I think I am usually a leader in my group.
- T F 98. If I am not feeling well, I am somewhat cross and grouchy.
- T F 99. I like to be in the spotlight.
- T F 100. I often start projects with only a vague idea of what the end result will be.
- T F 101. I enjoy a good argument.
- T F 102. I could pull up my roots, leave my home, my parents, and my friends without suffering great regrets.
- T F 103. I push myself to my limits.
- T F 104. I'm not the type to be a political leader.
- T F 105. I feel uneasy indoors.
- T F 106. I usually don't like to talk much unless I am with people I know very well.
- T F 107. I don't think I'm quite as happy as others seem to be.
- T F 108. I am rather good at bluffing when I find myself in difficulty.
- T F 109. I usually don't like to be a "follower."
- T F 110. Life usually hands me a pretty raw deal.
- T F 111. When someone does me a wrong I feel I should pay him or her back if I can just for the principle of the thing.
- T F 112. With a little effort, I can "wrap most people around my little finger."
- T F 113. I tend to keep my problems to myself.
- T F 114. I often like to do the first thing that comes to my mind.
- T F 115. I do not like to organize other people's activities.
- T F 116. I am more of a "loner" than most people.
- T F 117. I often monopolize a conversation.
- T F 118. I often get disgusted with myself.
- T F 119. People consider me forceful.
- T F 120. I seek to avoid all trouble with other people.
- T F 121. I like to listen to symphony orchestra concerts on the radio.

# SECTION 4

## Most Descriptive Adjective List

The purpose of this list is to obtain a picture of the traits you believe you possess and to see how you describe yourself. There are no right or wrong answers, so try to describe yourself as accurately and honestly as you can. For each pair of words decide which is MOST descriptive of you. Circle the A or B to indicate the adjective you have chosen as most descriptive of you. Please answer every question.

- |   |  |
|---|--|
| 1. A. successful<br>B. happy                  | 16. A. mature<br>B. active                   |
| 2. A. unselfish<br>B. aggressive              | 17. A. loyal<br>B. confident                 |
| 3. A. uninhibited<br>B. mechanically inclined | 18. A. curious<br>B. sympathetic             |
| 4. A. permissive<br>B. outspoken              | 19. A. conventional<br>B. sentimental        |
| 5. A. affectionate<br>B. opportunistic        | 20. A. cooperative<br>B. initiating          |
| 6. A. spontaneous<br>B. soft-hearted          | 21. A. pleasant<br>B. ambitious              |
| 7. A. orderly<br>B. jolly                     | 22. A. musical<br>B. stern                   |
| 8. A. imaginative<br>B. persuasive            | 23. A. contented<br>B. excitable             |
| 9. A. talkative<br>B. informal                | 24. A. fair-minded<br>B. leisurely           |
| 10. A. relaxed<br>B. sociable                 | 25. A. progressive<br>B. good-natured        |
| 11. A. wordy<br>B. painstaking                | 26. A. handy<br>B. competitive               |
| 12. A. methodical<br>B. conforming            | 27. A. scientific<br>B. sharp-witted         |
| 13. A. thorough<br>B. practical               | 28. A. mechanically inclined<br>B. directive |
| 14. A. changeable<br>B. unchangeable          | 29. A. generous<br>B. adventurous            |
| 15. A. playful<br>B. independent              | 30. A. reflective<br>B. pleasure-seeking     |



- 31. A. inventive  
B. opportunistic
- 32. A. reliable  
B. organized
- 33. A. clever  
B. interests wide
- 34. A. emotional  
B. self-denying
- 35. A. thrifty  
B. thorough
- 36. A. curious  
B. polished
- 37. A. attentive  
B. determined
- 38. A. attractive  
B. artistic
- 39. A. silent  
B. spunky
- 40. A. tactful  
B. appreciative
- 41. A. trusting  
B. praising
- 42. A. alert  
B. kind
- 43. A. capable  
B. athletic
- 44. A. responsible  
B. creative

## SECTION 5

### Self-Description Adjective Checklist

This section contains a list of 95 adjectives. Please read each one quickly and decide if you consider the adjective to be descriptive of you. If you think that the adjective is descriptive of you, circle "Y" for yes. If it is not descriptive of you, circle "N" for no. Do not worry about contradictions, and do not spend too much time on any one adjective. Try to be frank and describe yourself as you really are, not how you would like to be. Remember--circle Y if the adjective describes you, circle N if it does not.

- |                       |                         |
|-----------------------|-------------------------|
| Y N 1. adventurous    | Y N 27. determined      |
| Y N 2. aggressive     | Y N 28. disorderly      |
| Y N 3. anxious        | Y N 29. egotistical     |
| Y N 4. appreciative   | Y N 30. enthusiastic    |
| Y N 5. argumentative  | Y N 31. excitable       |
| Y N 6. arrogant       | Y N 32. forgiving       |
| Y N 7. bitchy         | Y N 33. frank           |
| Y N 8. blunt          | Y N 34. gentle          |
| Y N 9. blustery       | Y N 35. good-natured    |
| Y N 10. boastful      | Y N 36. happy           |
| Y N 11. bold          | Y N 37. hasty           |
| Y N 12. calm          | Y N 38. headstrong      |
| Y N 13. careful       | Y N 39. high-strung     |
| Y N 14. casual        | Y N 40. hostile         |
| Y N 15. cautious      | Y N 41. humorous        |
| Y N 16. changeable    | Y N 42. independent     |
| Y N 17. complaining   | Y N 43. individualistic |
| Y N 18. conscientious | Y N 44. intuitive       |
| Y N 19. conservative  | Y N 45. involved        |
| Y N 20. considerate   | Y N 46. kind            |
| Y N 21. contented     | Y N 47. light-hearted   |
| Y N 22. cooperative   | Y N 48. likeable        |
| Y N 23. daring        | Y N 49. loud            |
| Y N 24. deliberate    | Y N 50. methodical      |
| Y N 25. demanding     | Y N 51. modest          |
| Y N 26. dependable    | Y N 52. moody           |

Y	N	53.	nervous	Y	N	87.	tolerant
Y	N	54.	opinionated	Y	N	88.	thorough
Y	N	55.	outgoing	Y	N	89.	touchy
Y	N	56.	outspoken	Y	N	90.	trusting
Y	N	57.	painstaking	Y	N	91.	unassuming
Y	N	58.	patient	Y	N	92.	uninhibited
Y	N	59.	peaceable	Y	N	93.	warm
Y	N	60.	perfectionistic	Y	N	94.	wholesome
Y	N	61.	persevering	Y	N	95.	zany
Y	N	62.	pleasure-seeking				
Y	N	63.	praising				
Y	N	64.	precise				
Y	N	65.	progressive				
Y	N	66.	quiet				
Y	N	67.	rational				
Y	N	68.	reckless				
Y	N	69.	relaxed				
Y	N	70.	reliable				
Y	N	71.	religious				
Y	N	72.	reserved				
Y	N	73.	restless				
Y	N	74.	sarcastic				
Y	N	75.	self-centered				
Y	N	76.	self-denying				
Y	N	77.	short-tempered				
Y	N	78.	show-off				
Y	N	79.	shrewd				
Y	N	80.	stable				
Y	N	81.	steady				
Y	N	82.	strong				
Y	N	83.	subjective				
Y	N	84.	tactful				
Y	N	85.	talkative				
Y	N	86.	tense				

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